

157E

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THE DEPARTMENT OF COMMERCE**

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TO: Linda Roberts | Mike Schmidt
FAX: 401-3093 456-7028
FROM: Jonathan Sallit
DATE: 12/28

NUMBER OF PAGES INCLUDING COVER: 3

MESSAGE: _____

FYI.



International Society for Technology in Education

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☒ **USA National Policy Office**
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Fax: 703-351-5254
Internet: ISTE@esss.gwu.edu

December 8, 1995

Paul Dimond
Special Assistant to the President
for Economic Policy
Old Executive Office Building
Washington, DC 20500

and

Jonathan Sallet
Director, Policy and Strategic Planning
Department of Commerce
Room 5835
14th and Constitution, NW
Washington, DC 20230

Dear Paul and Jonathan:

I enjoyed attending your meeting yesterday; and, I'm very enthusiastic about the prospects for this Presidential initiative on educational technology to improve education and training in America. As you continue to develop this initiative, please know that ISTE wants to assist on every issue and participate in all venues where the initiative and component activities/issues are evolved.

With this quick response, I'm including a copy of the Improving America's Schools Act of 1994 with an index to the appropriate educational technology authorizing provisions which we worked on and believe should continue to be addressed in the President's planning (e.g., Challenge Grants, National Educational Technology Plan, etc.).

We hope that the National [Educational] Technology Plan -- which was to have been developed by October 24, 1995 -- will be developed as a national collaboration among stakeholders in order to achieve consensus on its components and ensure its acceptance by implementing authorities throughout the country. Perhaps your delay in its presentation to the Congress and the nation will allow time for its coordination among stakeholders as required by the legislation (108 STAT 3641). ✓

The issue of how we finance educational technologies is critical and was to have been addressed by the Secretary of Education in a study of alternatives and implications for decision-makers (see Improving America's Schools Act of 1994; Title III, Part A, Section 3123 -- 108 STAT 3644). This study is still needed.

David Brittain, President ■ David Moursund, Executive Officer ■ Dennis L. Bybee, Associate Executive Officer

Executive Board Members: Connie Stout, Secretary ■ Barry Pitsch, Treasurer ■ M.G. (Peggy) Kelly, Past-President ■ Terrie Gray, At Large

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Presidential Initiative -- Quick Response Cont.

pg.2

As the President goes forward with this educational technology initiative, we believe that it is extremely important that "National Standards (i.e., Guidelines) for Technology in Elementary and Secondary Education" be developed as the supporting foundation of his "4-pillars".

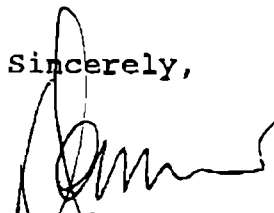
ISTE, its partners, and curriculum liaison associations are committed to a national consensus process leading to the development and acceptance of appropriate educational technology guidelines for elementary and secondary schools by all stakeholder communities. We have NASA's commitment to startup funding (currently on hold under the continuing resolution) and are pursuing operational funding of about \$1.5 million/year over the next three years from federal, business, and foundation sources.

Although we have not widely publicized this project, many individuals and groups have already indicated their interest in participating (e.g., American Library Association/American Association of School Librarians).

We need your support for this national guidelines project!

Again, thanks for your invitation to participate in the White House Forum on Educational Technology. Please let us know how we can help.

Sincerely,



Dennis L. Bybee, Ph.D.
Associate Executive Officer

Enclosure: Improving America's Schools
Act of 1994



International Society for Technology in Education

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December 20, 1995

Mike Schmidt
Senior Policy Analyst
Domestic Policy Council
The Old Executive Office Building
Washington, DC 20500

Dear Mike:

As the President goes forward with the National [Educational] Technology Plan, we believe that it is extremely important that our "National Standards and Guidelines for Technology in Elementary and Secondary Education" project be included as a supporting initiative.

ISTE, its partners, and curriculum liaison associations (see enclosed brochure) are committed to this national consensus project. It will result in development and acceptance of appropriate educational technology guidelines for elementary and secondary schools by all stakeholder communities in America.

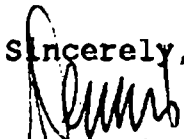
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Please include our standards project as one of the supporting initiatives in the President's Plan (e.g., like the U.S. Tech Corp which our Board of Directors and Council of [State] Organizational Affiliates have endorsed).

Again, thanks for your invitation to participate in the White House Forum on Educational Technology. Please let us know how we can help.

Sincerely,


Dennis L. Bybee, Ph.D.
Associate Executive Officer

STANDARDS PROJECT ACTIVITIES

Some specific standards development activities include:

- intensive two-week worksessions each summer to develop standards drafts;
- review of drafts by project members and the general public through print and on-line surveys;
- electronic town meetings; and
- teleconferences detailing standards, disseminating and demonstrating support materials, modeling town meeting activities, and providing interaction with standards developers.

Writing teams for each of the four standards will be named. Within the Standard Set II. (Standards for Use of Technology for Teaching and Learning Throughout the Curriculum) there will be teams of writers for each curricular area headed by the Curriculum Liaison from a curriculum organization.

Curriculum writing teams will interact with one another to identify interdisciplinary activities facilitated by technology. Results of worksessions will be disseminated and reviewed online, through teleconferences, and through printed surveys. Refinements will be made based on feedback from dissemination and review activities.



TTACOS PROJECT PILOTS

The TTACOS (Teachers, Technology, And Children On-line Standards) Project is slated this fall to pilot standards discussion groups via telecommunications. The ISTE Accreditation and Professional Standards Committee will conduct the TTACOS project pilots in two states.

Information will be gathered from technology using teachers over the FIRN statewide network of Florida and TENET in Texas. Teachers will provide opinions regarding what students in each grade level should know about technology and be able to do with technology. They will also submit their favorite activity that uses technology to support instruction.

Responses will be compiled and shared at each state's technology conference. Those attending the sessions will participate in refining the standards and indicating a grade level for the standards. These expert opinions will contribute to the body of information used in the larger standards development project.



For additional information about the National Technology Standards Project or the TTACOS Project Pilots contact:

Lajeane Thomas
Louisiana Tech University
P.O. Box 3161
Ruston, LA 71272
phone: 318 257-3923
email: LThomas@vm.cc.LaTech.edu
fax: 318 257-2379

National Standards for Technology in Elementary and Secondary Education



**The International Society for
Technology in Education**

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phone: (503) 346-4414
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PARTNER ORGANIZATIONS

ITE has joined with six other professional education organizations in submitting a proposal for funding of a national technology standards development project. The partner organizations include:

- American Federation of Teachers (AFT)
- Association for Supervision and Curriculum Development (ASCD)
- Council of Chief State School Officers (CCSSO)
- International Society for Technology in Education (ISTE)
- National Association of Secondary School Principals (NASSP)
- National School Boards Association (NSBA)
- National Education Association (NEA)
- Software Publisher's Association (SPA)

DEVELOPMENT OF NATIONAL STANDARDS FOR TECHNOLOGY IN ELEMENTARY AND SECONDARY EDUCATION

Over four years, these groups will develop the following sets of standards:

I. Technology Foundations Standards

... describing what students should know about technology and be able to do with technology;

II. Standards for Using Technology in Learning and Teaching

... describing how technology should be used throughout the curriculum to achieve the National Education Goals;

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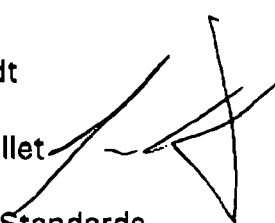


CURRICULUM LIAISONS

Curriculum Liaisons representing the following major curriculum groups will lead in the development of technology standards for their subject areas. The curriculum liaisons will participate in standards development worksessions designed to identify standards relating specifically to each curriculum area and to build interdisciplinary connections among the curricular areas.

- International Reading Association (IRA)
- National Council for Geography Education (NCGE)
- National Council for the Social Studies (NCSS)
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- National Council for the Teachers of English (NCTE)
- National Science Teacher's Association (NSTA)

MEMORANDUM FOR Henry Kelly
CC: Mike Schmidt
FROM Jonathan Sallet
SUBJECT Technology Standards



Enclosed is a letter from ISTE outlining a NASA-funded "National Standards and Guidelines for Technology in Elementary and Secondary Education" project that will, as described, "result in the development and acceptance of appropriate educational technology guidelines for elementary and secondary schools by all stakeholder communities in America."

Also enclosed is a printout of the home page of "Technology for all Americans" that is, as described, an effort funded by NASA and NSF "to create national standards for technology education in grades K through 12."

To what extent do you think that these are the same as, or different from, the Gordon Ambach proposal that is being carried in our workplan? Should we include some or all in our plans for a National Rollout?



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Department of Commerce
Room 5835
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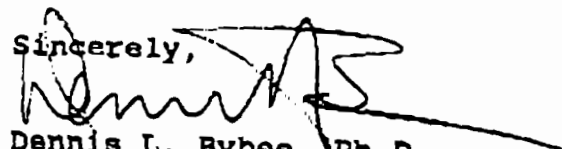
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Dennis L. Bybee, Ph.D.
Associate Executive Officer

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National Standards for Technology in Elementary and Secondary Education



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DEVELOPMENT OF NATIONAL STANDARDS FOR TECHNOLOGY IN ELEMENTARY AND SECONDARY EDUCATION



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POLICY OFFICE
ISTE USA DC

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PAGE 03

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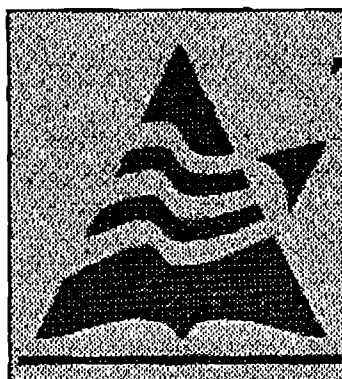
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*scholarly communications project*

TECHNOLOGY FOR ALL AMERICANS

A PROJECT TO DEVELOP NATIONAL STANDARDS FOR K-12
TECHNOLOGY EDUCATION

1997 South Main Street, Suite 701

Blacksburg, VA 24061-0353

Voice: (703) 953-0203

Fax: (703) 953-0014

Email: T.Ed.Stan.Proj@bev.net

About the Technology for All Americans Project

The National Commission

Biographical sketches are presented for each member of the National Commission for the *Technology for All Americans Project*

Consensus Building Workshops

Look here for a current list of all consensus building workshops and presentations related to the *Technology for All Americans Project*

The TAA Newsletter

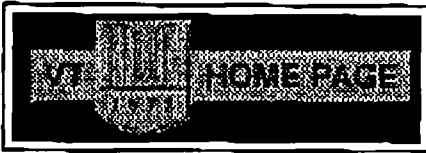
The *Technology for All Americans Project* will put out three newsletters during the first phase of this project. Look here for a copy of the most current newsletter.

Technology for All Americans News Releases

The *Technology for All Americans Project* wants to get the word out about our project as much as possible. Look here for a copy of the most recent news release.

The *Technology for All Americans Project* is a project of the International Technology Education Association. You may find other information related to technology education by clicking [here](#).

[home](#)[va news](#)[journals](#)[vt publications](#)[theses](#)[tools](#)



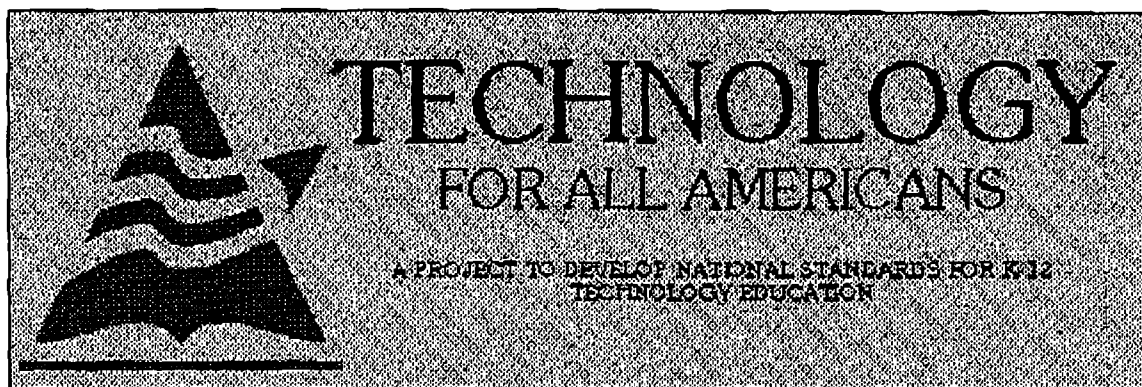
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Last updated: November 30, 1995

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National Technology Education Standards

The call for a technologically educated citizenry grows stronger every year. Americans are surrounded by the concepts, processes and products of technological innovation, and general technological literacy and capability are considered critical to the future of our country's businesses, government and quality of life.

To meet this need, the National Science Foundation (NSF) and the National Aeronautics and Space Administration (NASA) are funding an effort to create national standards for technology education in grades K through 12. The effort is spearheaded by the International Technology Education Association (ITEA) and is called "*Technology for All Americans*."

The recent movement to create national standards in various disciplines has strengthened educational reform in the United States. National standards have broad public and professional support. In fact, 81 percent of teachers today believe that American education needs national standards.

However, unlike the national standards efforts of traditional disciplines, there is not yet consensus on what is the "intellectual domain" for technology. Technology is a new discipline and there is debate on its definition, purpose and scope. Therefore the standards effort will begin with research and development of the rationale and content structure for technology. This is vital to the success of developing curriculum and program standards for technology education.

National Commission

A National Commission has been formed to serve as an advisory committee and to oversee the planning, development and implementation of the rationale and structure document. The Commission is composed of experts in technology and technology education, curriculum development, science, mathematics and engineering.

Building Consensus

During the development of the Rationale and Structure for Technology Education, the project will seek input from many sources, including technology education professionals, technology experts, engineers, classroom teachers, teacher educators and supervisors.

Consensus-building workshops will be held at the March 1995 ITEA Conference, and at regional workshops at NASA sites and other locations during the summer and fall of 1995. The project will also seek input from selected ITEA classroom teachers, teacher educators and supervisors. All suggestions will be considered before the document is published and disseminated in 1996.

The project will issue constant updates through *The Technology Teacher*, various news releases

and requests for information.

The Technology for All Americans Effort

Phase I -- Will develop a long-term vision for what should be the intellectual domain of technology education. This involves researching and developing a rationale and structure for future technology education content. This vision should interface with science, mathematics, engineering and other disciplines.

Research will be performed on the accomplishments of standards development in other disciplines. It is envisioned that the work will build upon processes including the Conceptual Framework for Technology Education (Savage and Sterry), which provided a philosophical direction for technology education in 1990. Phase I will culminate with a publication presenting the Rationale and Structure for Technology Education.

Phase II -- Will develop, validate and gain national consensus on standards for curriculum content in technology education for all students, with regard to background, future aspirations, and prior interest in technology at the following grade levels: K-4, 5-8, and 9-12. A model will be created for the assessment and evaluation of this task. In addition, standards for technology education programs (K-12) will be developed.

The *Technology for All Americans Project* also hopes to create standards for teacher preparation. Included in the standards will be all aspects of technology as well as the relationships with other allied disciplines such as science, mathematics and engineering.

Funding has been received for Phase I, and a new proposal will be written to seek funding for Phase II in the near future.

[Return to TAA Home Page](#)

604 401-3093



International Society for Technology in Education

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send copy to M. Schmidt
White House Technology
December 20, 1995 Initiative
(JLR)

Linda Roberts
US Department of Education
600 Independence Ave., SW
Washington, DC 20202

Dear Linda:

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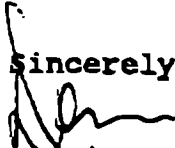
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 AskERIC Report - Holiday Edition - Nov/Dec 1995

 AskERIC Question Answering Service (Q&A)

November and December are replete with vacation and exam periods, but AskERIC Q&A statistics in 1995 continue to surpass previous years. Here are total weekly figures for questions answered by AskERIC Network Information Specialists at ERIC/IT in Syracuse and by question answerers at other ERIC Clearinghouses:

Week of:

1995 1994 1993

10/30-11/5	653	417	188
11/6-11/12	634	427	260
11/13-11/19	650	403	266

11/20-11/26	441	267	141
11/27-12/3	580	419	208
12/4-12/11	517	349	192
12/12-12/18	410	339	172

 Conferences:

AskERIC staff were involved with several conferences this period:

- * Teaching Tools Conference: Sponsored by Syracuse University.
Nov. 16, Syracuse, N.Y. Exhibit and AskERIC presentation.
- * New York State Computers and Technology in Education (NYSC&TE):
Nov. 19-21, Syracuse, N.Y. Exhibit and AskERIC presentation.
- * Tel-Ed:
Nov. 30 -Dec. 2. Ft. Lauderdale, Florida. ERIC and AskERIC presentation. (joint presentation with Access ERIC.)

 AskERIC Virtual Library (AEVL)

The AskERIC Virtual Library Team continued to work on the following projects this period:

- * Maintaining a web site for the Consortium for School Networking (CoSN)
- * Developing a prototype gopher site for the Consortium for School Networking (CoSN)
- * Maintaining a web and gopher site for ICONnect, a project sponsored

Copies of this report to

M. Kunin

M. Smith

M. Schmidt (with house distribution).

Note: AskEric is funded by the Dept. of Education's Technology Leadership Funds (Title III) -

Clearly - we are "leading the way in funding this service for teachers, students and others on the Internet! /W.W.H.

L. Roberts
 1/8/96

by the American Association of School Librarians.

- * Developing a web and gopher site for the ERIC Clearinghouse on Languages and Linguistics. AskERIC will maintain the web site through December.
- * Developing a web site for Laubach Literacy International.
- * Designing a new home page for the AskERIC web site.
- * Fall 1995 AskERIC InfoGuide project: Approximately 70 final InfoGuides have been submitted from graduate students in 2 classes at Syracuse University's School of Information Studies. They will be posted on the AskERIC Virtual Library in January.

NOW***New Resources on the AskERIC Virtual Library*****NOW**

- * 77 lesson plans were selected from Big Sky Telegraph, and added to the AskERIC Virtual Library this period

SOON TO COME*New Resources on the AskERIC Virtual Library***SOON TO COME**

- * Curriculum materials from the Hatfield Marine Biology Center
- * Crossroads: K-16 social studies curriculum. The elementary, middle-school, and historical essays are almost ready for posting.
- * Seasons 10 and 13 of Newton's Apple

*******AskERIC Research & Development - AskERIC Virtual Library Statistics:*******

Reflecting the trend away from GOPHER and to the World Wide Web, connections to the AskERIC Virtual Library through GOPHER is remaining steady at about 9,000 connections per week, while access via WWW is rapidly approaching 60,000 connections per week.

The ERIC/IT System Administrators and the R&D team have been working together to improve statistical reporting of activity on the AskERIC Site. The web site access logs have now been configured to ignore

GIF images. Previously, every image on a page was counted as a hit thereby skewing the statistics. The Systems/R&D team also has the capability to see what types of WWW browsers are accessing the AskERIC site. The team is compiling statistics from all areas of the AskERIC operation in order to better assess areas of popular use and anticipate system requirements.

*******KidsConnect*******

KidsConnect, the question answering service for K-12 students

modeled after the AskERIC Q&A service, conducted its first pilot project this period. Eleven volunteer school library media specialists responded to 27 questions from elementary, middle school, and high school students during one week. The following week, the volunteers discussed the pilot with each other and with the KidsConnect coordinator at ERIC/IT. Volunteers received feedback about what worked well and discussed ways to improve the KidsConnect question and answer service. The second pilot project, with approximately 20 volunteers, will be conducted in January 1996.

Here are sample KidsConnect questions and answers:

1. From a first grade class:

Question: Our first grade is studying bubbles in science. What causes bubbles to form? We think it has something to do with surface tension.

Answer: (from a volunteer school librarian)

Hello first graders,

You have picked a very interesting subject-- bubbles. It is one of my favorite topics. I have found some great resources for you to use to learn more about bubbles. I hope they will help you learn the scientific information about something that is so much fun and so enjoyable. You were right that bubbles have a lot to do with surface tension. It also involves molecules. To make great bubbles you have to reduce the surface tension by using soap. Why would that be? Here are some resources to help you discover the answers:

Using Netscape I found a wonderful bubble site:

<http://www.scri.fsu.edu/~dennisl/topics/bubbles.htm#B1>

It has a lot of good information and tells you how to make terrific bubbles.

There are some books you might want to look for in you library media center too:

Bubblemania by Penny R. Durant ISBN 0380773732

Bubbles, Bubbles, Everywhere by Melvin Berger ISBN 1567840175

I wonder Why Soap Makes Bubbles & Other Questions about Science ISBN 1856979954

Smithsonian Science Activity Book ISBN 0939456516

I found the answers at the website listed above and in the Smithsonian Science Activity Book in the section called "Bubble Brew".

Good luck! By the way, if you don't know what an ISBN is, ask your library media specialist.

Thank you for using the KidsConnect service, it was great working with you.

2. From a 12th grade student:

Question: I am looking for primary source documents for the Diggers and/or Levellers, a utopian society of the mid-1600s. ANYthing written by Gerald Winstanley, John Lilburne, or SOMebody Everard. Or any general info (at this point, I'm not really that picky). Where can I find this info?
Diana

Answer. (from a volunteer school librarian)

Dear Diana,

Thank you for calling Kids Connect. You have a subject with a great deal of information. Sir Edmund Burke said about your people: "Those who attempt to level never equalize." Whether they do or not is for you to ascertain. Your librarian will be able to help you locate these sources, a college library will probably have the source documents you need. Perhaps they have found their way to cd-rom...

Start with the Britannica for information about Winstanley, John Lilburne, or William Everard. Lilburne was quite an inflammatory figure, so there is a lot written about him. From the cursory overview I took, I found that all three men were such that people took definite sides, for and against--there was no neutral position, it seems.

Scribners has issued a "Dictionary of the History of Ideas" Volume 4 has a great overview of "utopias".

The New Cambridge Modern History, Volume IV includes information about the Levellers.

Christopher Hill has a paperback out in Penguin called "The World Turned Upside Down" which has a very thorough chapter about the Levellers and the True Levellers (aka the Diggers).

I found a book in my library here at Xavier, entitled "The English Revolution 1600-1660" essays edited by E.W.Ives. One of the essays discusses the Levellers.

"The Oxford Companion to English Literature" should give you basic information about your gentlemen and the basic title information of their most famous pamphlets.

Enjoy this research experience. You have a lot of information available. Consult your school librarian for more information. Good English history books about the time right after King Charles I should provide even more detail.

Thank you for asking KidsConnect!

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AskERIC Virtual Communities
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This area of AskERIC addresses the building of electronic connections with people around the world. AskERIC helps people to communicate with others through listservs. Currently, AskERIC manages approximately 20 listservs.

Here are some of the more popular lists.

1. LM_Net - 5187 subscribers

This listserv focuses on School Library Media & Network Communications. LM_Netters are a cohesive group of geographically dispersed people who hold common interests, share problems and solutions, and work together to fulfill individual and group goals through technology. Subscribers note that LM_Net puts the library media profession right in the center of the national networking movement. In many ways, this listserv represents cutting-edge applications of listserv and Internet capabilities to professional practice.

2. BigSix - 907 subscribers

This list provides a forum for discussing the Big Six approach to Information Literacy.

3. K12ADMIN - 1092 subscribers

This list provides a forum for discussing issues in educational administration.

4. SuperK12 - 501 subscribers

This list provides a forum for discussing high performance Internet and computer applications in K-12 schools.

5. IBASICS - 824 subscribers

This list distributes lessons that introduce the basics of the Internet. Librarians were the target audience. This series of lessons will be updated and redistributed to a new group of subscribers this spring. IBASICS is sponsored by AASL (American Association of School Librarians).

6. GOALTALK - 166 subscribers

This is a closed list (not open to the public) for state planners to discuss the potential and impact of Goals 2000.

AskERIC also manages two listservs that facilitate discussion within the ERIC System; they are also closed lists.

1. ERICDIR

This list provides a forum for discussing and communicating about the ERIC system at large.

2. QA-Net

This list provides a forum for AskERIC Q&A answerers to discuss issues that arise in responding to users questions electronically. QA-Net participants share current and relevant Internet sites where useful information may be found.

Since October 1995, AskERIC created 4 new listservs.

1. ISED-L - 444 subscribers

This list is a forum for independent school educators.

2. IGRAD_CC

This list was created as follow up for graduates of the IBASICS listserv. It provides a series of lessons on how to integrate Internet resources into a K12 curriculum. Closed list sponsored by AASL.

3. TechDisc

This list focuses on helping school librarians with technology and navigation issues. Closed list sponsored by AASL.

4. KCPolicy

This is a closed list intended as a forum for individuals working on the KidsConnect Project.

AskERIC AGAIN CONNECTED TO A WINNING EFFORT!!

In its December 25, 1995, issue Time Magazine listed the Discovery Channel's Promised Land series in its selection of the top ten television shows for 1995.

The Promised Land series takes a look at the greatest peacetime migration in American history - the movement of blacks from the rural South to the booming cities of the North between 1940 and 1970. This Discovery Channel documentary series recounted the experiences and eloquent words of those who lived through that time.

AskERIC proudly hosts the World Wide Web site for the Discovery Learning Community and the Promised Land.

<http://ericir.syr.edu/Discovery/index.html>

The resources and people who gather in this community are supporting inquiry into a number of themes that span many interests and curricula. Considerations such as migration, civil rights, economic and political participation, family, values, culture, the urban experience, and the Arts (Fine Arts, craft art and music).

AskERIC also managed two listservs related to the Discovery Learning Community and the Promised Land.

DLCLIST - 730 subscribers

The DLCLIST is the Discovery Learning Community Newsletter. The newsletter is written by staff at the Discovery Channel and distributed to the subscribers. It is a non-interactive list.

PROMISEL - 134 subscribers

PromiseL is the name of the first listserv discussion group formed around the Discovery Learning Community's focus on The Promised Land. Teachers, learners, parents and mentors are encouraged to join The Discovery Learning Community Listserv. It's the best way to fully participate in discussions that spring from the themes of THE PROMISED LAND series and the best way to share and talk about innovative educational approaches relating to these themes.

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Unsolicited Testimonials:

Here, unedited, are some of the notes AskERIC received recently.

Enjoy them and Happy Holidays!
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The AskERIC Project is just great. Thank you for your quick response.

Our elementary school is going online momentarily. One of the selling points I made for taking this step was the Askeric Project. Look to hear more from us.

Lynn Hyndman

You have saved a drowning man! The info that you sent was great and very much appreciated. If you would like i'll dedicate my first teaching day to you both!

Darren.

P.S. Keep up the great work with a great resource!

Thanks very much for your help. As we progress in our planning I may need further assistance, but with this information and my web browser, I

should be off to the races.

Best,

Ira.

Thank you very, very much. I've been very worried about this presentation on reading-aloud. I want to do a great job on this subject and teach something new to my class.

Again, thanks for your help.
Andrea B.

Thank you so much for your help with getting my students corresponding with other students across the world. You are much appreciated.

I wish to thank you for your search and information on my research topic Montessori and Whole Language.

Thanks for all your help. I really appreciate your time and information.

Thank you so much for your information. My friend's daughter works in Alaska. I am not sure whether they have access to ERIC, or how close she would be to an institution that have access to your services.

I am sure that the information you provided me will serve her as a guideline. I might have to contact you in the future regarding her decision. I would not mind to serve as the bridge for her to do the necessary research.

Once again, thank you so much for all the effort you put in researching this topic. I can access ERIC from Old Dominion; I might do that for her. However, if I have any doubts as to how to get some material, I might contact you again.

Sincerely, Macarena Aspillaga
Old Dominion University

I thank you ! The info you sent to me was priceless.... I will be looking for the articles and books you listed. I am relatively new at this Internet stuff and need all the help I can gather up..... but I promise not to bother you to much.

Thanks again!

Just wanted to say thanks for sending me the info that I had asked for regarding educational software. It is much appreciated.

Tony R.

Thanks for being there: having you as backup is comforting to a librarian in a

small rural school with limited resources.

Wayne

Thank you for your fast help. I received the information today. Our patron was very impressed by the service.

Annemarie Hamori

Just a note of thanks for all your hard work. Now all I have to do is find the journals and read the articles. My unit will be far more interesting now.

Thanks again.

Barbara

I certainly appreciate your prompt and thorough response to my inquiry regarding lesson plans for secondary business education courses. Being my first time to sent such a request, I never dreamed it could be so much help.

Wanda

Thank you for your help! I have really enjoyed ERIC! It has been such a big help with my graduate school classes.

Thanks for all the suggestions! They'll keep me busy for awhile! Marcy

Thanks so very much. I got some information that will be very useful.

Cheryle Saunders Crawford Neal Elementary

Thanks for your help. Keep up the good work. This week I referred a colleague to your services. Aloha, Ronaele

Thanks very much for the OERI Institutes information. As an education reference librarian, but NOT a documents librarian, I really needed your help!

Thanks so much for your help regarding information on wordprocessing. We are starting an Internet inservice class next week and I will get some help on contacting the sources you gave me. I appreciate your service and your timely help.

Thank you very much for replying to my request. This was my first voyage into cyberspace with success I will follow your advice on monday and subscribe to that listserv. Once again; many, many thanks!

Best Wishes,

David

Thanks for the leads. I guess I know where I'll be spending this rainy weekend!

Kathleen Hogan Knisely

Thanks very much for the answer regarding ERIC digests. As an education librarian, I rely on them to answer basic questions. In fact, I usually search them in for students in the administrators field, reasoning that busy administrators are looking for a quick overview of a topic, which is what I find the digests provide for our grad students.

Charles

RE: Holocasut Education

Thank you so much! We just had a wonderful assembly with a survivor of the St. Louis. The program was arranged by the Holocaust Awareness Museum at Gratz College. I will contact the sources that you sent to find information on the White Rose organization, a secret organization of Germans who were opposed to what Hitler was doing. Pat Hagan

Thank you so much for your ERIC info. I am very new to the internet and very excited about what's available on ERIC. I'm still not quite sure how to get the actual articles, but I'll figure it out. I would love the information you suggested on how to use the ERIC databases to conduct my own searches. Could you please send it to me? Thanks also for the FLTEACH listserv information - I've already subscribed.

Gracias et merci,
Rosemary Columbia

Thanks a lot for all your help! Topic was rather obscure- I appreciate the time you took to find info for me-Thanks again!

I just used your service for the first time -thanks so much - what a great service-Pam

Thank you so very much for your help. I am a newbie, so this is a great learning experience. Appreciate the effort you took in answering me. Hope to talk with you again. Mary

Thanks much for your quick response to my question. I'm sure the Web addresses will come in handy.

Kerry Lengel

Questions Thanks for a great resource!...When my administrator needed a copy of the Library Bill of Rights fast! I was able to find it with AskERIC.

Thank you again!!!

Thank you very much . Now I have to study the situation and see how I go about getting those journals or the articles I need.

I am very impressed with your service and dedication. Again, thank you.

Can't thank you enough for the information for Gena's report – it was great! And we are both learning more about using the Internet, thanks to you, AskEric! I am recommending this service to all my friends on AOL with kids. I'm sure we'll be e-mailing you again soon! Thanks again!

Sincerely,

Cathy Clem
Gena's Mom

Thanks for the information - I've found some useful software for producing my maths worksheets

Sue Bell

To the people at ERIC

Just thought I would send you a thank you to let you know how much I appreciate your help with my Shakespeare situation. You provide a valuable service, and should be proud of the work you do.

Thanks again
Taunya Robertson
Price Lab School
Cedar Falls, IA

Thanks so much for your prompt and very detailed response. I'm impressed.
Nancy Z.

Thank you very much for the response you people are great. I hate to keep bothering

you guys. Thanks Bill

Thank you very much for your assistance. It was valuable and I was able to conduct my own searches quite effectively. Keep up the good work!

Sincerely,

Rick Laferriere

What a cool service! Thanks so much!

-Heidi

Thanks! The information looks great and I will spend this weekend digesting it.

Aban Rustomji

I want to say thank you!!!! You have given us exactly what we were looking for.

Doris M. House

Thanks, Robin, for answering the question I posed about Federal funding for education. The AskERIC service is simply fabulous. Waiting a day or two to get an answer is no problem at all.

Best,

- Phil

You people are the greatest. Thanks for all the help. Received info and have a path to pursue. You'll be hearing from me again. Gail Geer

Author: Eric Plotnick <eplotnic@ericir.syr.edu> at INTERNET

Date: 1/5/96 1:01 PM

Priority: Normal

TO: Gwen Solomon at WDCB02

TO: Linda Roberts at WDCB01

TO: bdessy@inet.ed.gov at INTERNET

TO: karundel@inet.ed.gov at INTERNET

TO: kstubbs@inet.ed.gov at INTERNET

TO: kwinters@inet.ed.gov at INTERNET

TO: pcoulter@inet.ed.gov at INTERNET

TO: rthomas@inet.ed.gov at INTERNET

TO: eisenber@acs.itd.uts.edu.au at INTERNET

Subject: PC Computing's Top Picks

----- Message Contents -----

Happy New Year from AskERIC!

We continue to win praises!

AskERIC is one of PC Computing Magazine's Top Picks on the Web Map. While we are not listed in the top ten, we are among 1001 sites chosen in a variety of fields.

The quote says, "AskERIC Virtual Library - The ERIC database is the ultimate resource for educators, and now it's more accessible (and usable) than ever, thanks to this web site."

The exact web address for education picks is

<http://www.zdnet.com/-pccomp/content/951228/webmap/edu.html>